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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Survey (what do people need to work together?)**  **How we organise ourselves** | | | | | **Driving  Supporting xDiscipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  Diagnostic **Formative** Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  **Open-ended Task**  Other | | **Tools**  Rubric  Exemplars  **Checklist**  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Collects, records and organizes data on a bar graph. Places outcomes in order of likelihood: will happen, might happen, won´t happen | | | | | | **Skills: Research Skills**  – Organizing data  Observation | | | | | |
| **Materials:** Multilink cubes. Dice with different colours.(3 of same colour, 2 of another colour and on of another colour) | | | | | | **Grouping**  Individual  Pairs  Small group  **Half group**  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **Alternative**  Parallel  Stations |
| **Date: Week 25**  **Feb 27 to March the 2nd** | | | **Time:** 45 min | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Show the children the dice and ask which colour they think will come out more times. (what will happen, what might happen and what won´t happen) As they roll the dice, they take out a multilink cube of that colour from the multilink box. Roll ten times. The children will build bars of the same colour to show the probability. | | | | | | | | | | | |
| **Main Activity:**  . | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |